

# ASTREA ACADEMY DEARNE



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**BEHAVIOUR SUPPORT WORKER  
(ALTERNATIVE PROVISION)**

**CANDIDATE PACK**

# Open Letter from our Principal

Dear Candidate

I am delighted that you are interested in applying for the post at Astrea Academy Dearne. The academy joined Astrea Academy Trust in February 2019 and has approximately 1150 students on roll in Year 7 to 11.

We are within commutable distance from Wakefield, Leeds, Doncaster and Sheffield and are a proud member of the Astrea Academy Trust family of schools. We have the highest aspiration for our students to achieve their very best and grow, both as individuals and as members of their community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work.

Astrea Academy Dearne is on an improvement journey, developing a strong curriculum, good teaching and effective pupil support. The academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

We aim to provide the highest quality of pastoral care and academic standards, helping to develop in our students a keen sense of pride in themselves, their academy and the wider community. We recognise the crucial role that parents/carers have in this respect and so strive to work in strong partnership with them throughout their children's time with us. Our supportive approach enables everyone to develop the skills and knowledge required to be responsible and considerate individuals suited to the demands of our ever-changing multicultural society.

If you are aligned to our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. We recommend that you take the opportunity to make an informal visit to see the school prior to making your application. Please contact Hannah Peace [hannah.peace@astreadearne.org](mailto:hannah.peace@astreadearne.org) if you would like to arrange a visit or an informal conversation with me.

I very much hope that you choose to apply for this post and I look forward to meeting you.

I look forward to welcoming you to our Academy.

With very best wishes

**Mr Eddie Child**

**Principal at Astrea Academy Dearne**

# Job Description

## JOB TITLE:

Behaviour Support Worker (Alternative Provision)

## REPORTING TO:

SEND Pastoral Leader

## SALARY RANGE:

£27,344 - £30,151

## CONTRACT TYPE:

Permanent

## WORKING PATTERN:

37 hours per week, 39 weeks per year



# Role Description

## Purpose

Work with the pastoral and curriculum teams within our alternative provisions to raise standards of student behaviour and conduct throughout the school day, both in the classroom, around the provision and the wider school.

## Main Duties and Responsibilities

- Work with the Alternative Provision Leadership Team in raising standards of student behaviour and conduct within the SEND and Behaviour provisions.
- Support teaching staff in the implementation of the The Astrea Behaviour and Culture Framework
- Work with the Alternative Provision Leadership Team in the development and monitoring of strategies and procedures for improving and maintaining student behaviour and conduct
- Support pastoral and curriculum staff in maintaining our core routines, supporting in our Reset room and supporting students in understanding and applying our behaviour curriculum
- Use the behaviour dashboard to find areas/periods of concern where support is required
- Support students in meeting our core routines by visiting students/lessons
- Re-engage students with their learning in the classroom
- Manage students displaying challenging behaviour
- Use a range of strategies and techniques to de-escalate negative behaviour throughout the provision
- Support students going to Reset and detentions when required and as requested
- Carry out duties on morning arrivals, break and lunch time and end of the school day
- Have a visible presence around the alternative provisions
- Liaise with Parents and Carers as and when required
- Support pastoral, curriculum and attendance teams in empowering students to make the right choices about their own learning, behaviour, punctuality and attendance
- Provide feedback to students in relation to behaviour, punctuality and attendance
- Arrange and facilitate restorative meetings between students and staff
- Work collaboratively with the wider pastoral and attendance teams
- Contribute to the overall ethos/work/aims of the school.
- Any other responsibilities not listed above as reasonably requested by the Principal

# Person Specification

## Experience

Experience of working with children / young people in an educational setting or other relevant setting e.g., volunteering with young people

Experience of working in a pastoral role within an educational or similar setting

Experience of working with children with challenging behaviour

## Education and Qualification

4 GCSE's, grade C/4 or above, or equivalent, including English and maths

NVQ Level 3 qualification in a relevant subject or a willingness to work towards

Evidence of additional recent and relevant continuing professional development

## Skills and Knowledge

Ability to support challenging behaviour

Work constructively as part of a team

Ability to relate well to children and to adults

Knowledge of data recording systems within schools

Understanding of how to work with and engage students

Knowledge of how to establish high expectations

Understanding of legislation and procedures relating to safeguarding and welfare and protection of children

Ability to communicate effectively with students, colleagues, parents/carers and other professionals

A belief that all children are capable of academic success

Excellent interpersonal and organisational skills

Ability to maintain confidentiality

Ability to prioritise own workload with minimal supervision

## **This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*

